

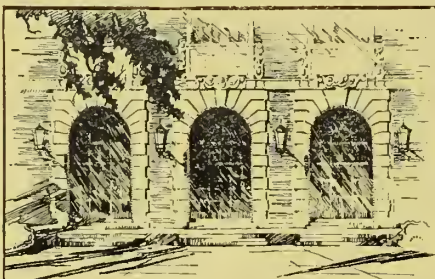
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B388

BECK

Library Science  
in  
Normal Schools

Library Science  
B. L. S.

1900




LIBRARY  
OF THE  
UNIVERSITY  
OF ILLINOIS

1900  
B388









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LIBRARY SCIENCE IN NORMAL SCHOOLS

by

FLORENCE M. BECK

Thesis for the Degree of Bachelor of Library Science

in the

University of Illinois

Presented June, 1900.

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

155 WEST 42ND STREET

NEW YORK 18

IN THE

LIBRARY OF THE

NEW YORK PUBLIC LIBRARY



025.411  
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UNIVERSITY OF ILLINOIS

31 May 1900

THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Florence M. Beck

ENTITLED Library science in normal schools

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF Bachelor of Library Science

Latharine G. Sharp

HEAD OF DEPARTMENT OF Library Science

Binding 22 N'01

11 Feb 03



3187

## PREFACE

The writer of this paper has not attempted to show the existing condition of normal school libraries. This was well done by one branch of the National Educational Association in their report of 1899.

Using this report together with Statistics of Normal Schools issued by the U. S. Commissioner of Education and the replies to questions sent to the public normal schools of the country, as a basis of knowledge in regard to these libraries, the object has been to show the need of instruction in the selection and care of books and to outline a practical course of study in the subject.

F. M. B.

## Abstract

The purpose of this study was to investigate the relationship between the degree of social desirability and the degree of financial reporting quality. This study was conducted in the context of the current financial reporting environment in the United States.

Using this study, researchers have identified a positive relationship between the degree of social desirability and the degree of financial reporting quality. This relationship is consistent with the findings of prior research, which has shown that companies with higher social desirability scores are more likely to engage in socially responsible behavior. This study also found that companies with higher social desirability scores are more likely to provide higher quality financial reporting. These findings suggest that companies with higher social desirability scores are more likely to engage in socially responsible behavior and provide higher quality financial reporting.



## LIBRARY SCIENCE IN NORMAL SCHOOLS.

Our nation has nothing in which she may take a more justifiable pride than in her public school system. Realizing the needs of the country in supplying efficient teachers for the elementary schools over one hundred seventy public and as many private normal schools have been established and are maintained at great expense. The primary purpose of these schools is to make teachers and the elementary instruction which enters into all normal school curriculums, to a greater or less degree, is merely a means to an end.

When a course of study laid out for a normal school presupposes a fair equipment in the elementary branches it will be largely devoted to technical and professional work and will consider only the prime object for the maintenance of such institutions - the preparation of teachers.

Perhaps education has made no more rapid advancement along any line than that of the libraries. The schools and the libraries of the country not only go hand in hand but are part and parcel of the same great educational system. J. C. Dana in his Library primer says, "Libraries for the schoolrooms to be composed of reference books, books for supplementary reading, class duplicates, and professional books for teachers should be provided for in the public school law. School funds should be used and school authorities should manage these libraries." Realizing this, the people of various states have in many ways made adequate provision for school libraries. Many have enacted laws for their purchase and care. These laws are as varied in their nature as the states which passed them, ranging from that of Idaho, which requires

My father was married to Maria and they had three children. The first was John, who was born in the month of January, 1780. He was the eldest of the family and was educated at the University of the City of New York. He was a very good man and was very successful in his business. He died in the month of March, 1850. The second child was Mary, who was born in the month of May, 1782. She was a very good woman and was very successful in her business. She died in the month of April, 1850. The third child was William, who was born in the month of July, 1784. He was a very good man and was very successful in his business. He died in the month of May, 1850.

My mother was married to John and they had three children. The first was John, who was born in the month of January, 1780. He was the eldest of the family and was educated at the University of the City of New York. He was a very good man and was very successful in his business. He died in the month of March, 1850. The second child was Mary, who was born in the month of May, 1782. She was a very good woman and was very successful in her business. She died in the month of April, 1850. The third child was William, who was born in the month of July, 1784. He was a very good man and was very successful in his business. He died in the month of May, 1850.

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trustees to furnish a library, to that of Illinois, which allows the directors the privilege of such a purchase from school funds remaining after all necessary expenses are paid; or, like Pennsylvania, stating that directors are not to use school funds to purchase books for school libraries.

But it is a significant fact that the states are taking action in the matter of providing books for the schools and there should be the assurance that those in charge shall know their value and understand their use and care.

The accompanying lists will show what has been done along this line by various states.

States making provision by law for school libraries.

Arizona

California

Colorado

Connecticut

Florida

Idaho

Illinois

Iowa

Kansas

Kentucky

Maine

Maryland

Michigan

Minnesota

Mississippi

Missouri

Montana



[illegible]



New Jersey  
New York  
North Dakota  
Ohio  
Oklahoma  
Oregon  
Rhode Island  
South Dakota  
Utah  
Wisconsin  
Wyoming

States making no provision by law for schoolroom libraries.

Alabama  
☆Arkansas  
Deleware  
Georgia  
Indiana  
Louisiana  
Massachusetts  
Nebraska  
☆Nevada  
New Hampshire  
New Mexico  
North Carolina  
South Carolina  
☆Tennessee  
Texas  
Vermont

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Virginia

Washington

West Virginia

☆ Allowed to do as the directors deem best.

States requiring books to be chosen from specified lists prepared for the purpose.

Minnesota

Montana

Oklahoma

South Carolina

Wisconsin

States requiring schoolroom libraries.

Idaho

Montana

Oklahoma

Considering the rapid advancement of the library movement in relation to the public schools of the country, it would appear that the normal schools in general are not keeping pace with this progress.

At the last meeting of the National educational association the sub-committee upon normal schools and libraries made an interesting and valuable report. From this we take the following: "If the people look to normal schools for trained teachers, then they have a right to demand that these teachers come to them prepared to name the best books and to use them in the best way after they are purchased".

This committee treated the subject as a need of the student and particularly as an aid in the acquirement of his

1941-1942  
1942-1943  
1943-1944

It is noted that the following items are:

These items are in the following order:

1. The following items are:

2. The following items are:

3. The following items are:

4. The following items are:

5. The following items are:

6. The following items are:

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19. The following items are:

20. The following items are:

21. The following items are:

22. The following items are:



education.

We would look at the question not so much from the side of the student's needs while in the institution as the preparation and model of the teacher who goes into the public school to work. Of the four purposes of the normal school as set forth by them we have only to deal with the last - "To give them such an acquaintance with books as shall enable them to know and choose the best for the child and to train it how to use the contents to the greatest advantage". We would also add a point - to make them acquainted with the most approved methods of mechanical preparation and use, that the library may be of the greatest practical benefit to the pupil with the least possible expenditure of time by the one in charge.

The school is expected to have its library but in most cases it is left for each teacher to take care of the books as he sees fit which method is often the attempt to follow some unsystematized plan of his predecessor because he has no idea of any more approved method and no time to look into the matter or to study one out for himself.

In the preparation of this paper a list of questions meagerly covering the scope of library equipment, administration and instruction was sent to one hundred seventy public normal schools and from the one hundred four replies the following facts have been gleaned: These are not only a matter of interest but taken as representative they indicate to a great extent the condition of normal school libraries and show the proportion of those giving instruction in that line to the prospective teachers of the state.

These lists are appended to this paper for reference.

[illegible]



Of the one hundred four (104) schools reporting, thirty-two (32) employ trained librarians, forty-five (45) employ untrained librarians leaving twenty-seven (27) employing no librarian. In many instances this work is left to some member of the faculty whose time and interest must be given to the duties for which he is primarily employed leaving little time for administration of library affairs and none for instruction.

Thirty (30) schools make no report of accessioning books and only sixty-six (66) allow the pupils access to the shelves.

Three (3) schools depend wholly upon student help. Twenty-four (24) schools employ student help but of these only eight (8) are under the supervision of a trained librarian.

Forty-six (46) schools employ a standard system of classification, forty-one (41) using the Dewey Decimal system and five (5) the Cutter Expansive system.

Fifty-two (52) schools have catalogues in a greater or less degree of completion, two (2) of which are manuscript and the others card - fourteen (14) classed and thirty-six (36) dictionary.

Forty-two (42) schools report reference lists made by the librarian though several add the remark - "To a limited extent", which is a relative term in any case and the figures can give little idea of the amount done.

These figures all have their use in showing something of the state of advancement of the libraries as the workshops of the pupils. But the figures which most concern us in our present inquiry are those relating to the instruction of pupils.

We find that of the one hundred four schools before





mentioned thirty-one (31) offer courses of instruction in library work. Twenty-three (23) of these give lectures and fifteen (15) give practical work.

Many of these courses could not be dignified by the name of training classes and in the majority of cases the work is experimental and, in its primitive state, incomplete.

In some instances the course consists entirely of the selection and use of books, in other cases it is the care and handling of books, while again it includes both. There is no uniformity in the work done and in many cases it is entirely volunteer or elective and no credit is given in the curriculum.

Among the schools which seem to be doing particularly good work in this line may be mentioned those of Greeley, Colorado; Terre Haute, Indiana, and Stevens Point and Whitewater, Wisconsin.

The course at Greeley forms one of three termed "handicraft courses" - sloyd, cooking and sewing, and library handicraft. These rank the same and every junior chooses one of the three.

The library handicraft course is quite extended, carrying the pupil through shelf, desk and record work, making models of class tools and utensils, binding, designing and giving instruction concerning book making, book trade and book history. Upon completion the pupil is required to submit an illustrated thesis treating some phase of the problem of the library and the public school.

At Terre Haute the library is recognized as a department of instruction and the librarian as a member of the faculty. Instruction in library science is given with the understanding that those who receive it shall give an equivalent in service to the library. No credit on the course is given.





At Stevens Point and Whitewater systematic work in instruction is being done under competent direction and those in charge report active interest on the part of the pupils.

Several schools report occasional talks before the pupils and others announce a contemplated change, all tending to show progress along this line.

For such as are skeptical in regard to the value and need of such instruction the opinion of others may be of value.

The state superintendent of Wisconsin in his biennial report for 1898 says: "Every school in the state has books other than text-books. Reports of county superintendents indicate that there are still too many districts where, through the indifference and false economy of school boards and the slovenliness and ignorance of teachers, the books of the library are treated with little respect or care. Where such conditions prevail it is impossible **that** the books can bring the measure of good that they can if reasonably well protected. As the appreciation of the great value of the library grows, more general and adequate provision for the protection of books will result".

"The greatest need of all now to make the library most efficacious is the training of the teachers in the possible uses to which the books within their reach may be put."

"A love of good books and ability to appropriate and assimilate their treasures are quite as valuable as anything the school has to confer upon the children and therefore the efforts of teachers, superintendents, this department and all others interested in brightening the school life of Wisconsin's youth and broadening the possibilities of a generous culture should be given





towards making and keeping the school library prosperous and wisely administrated."

B. A. Finney of the University of Michigan library says: "Instruction in bibliography has taken a sudden start in the Normal schools and is making rapid headway".

Miss Louise Jones of the State Normal School at Emporia, Kansas, says: "Regular and systematic instruction in library methods is now and is to be hereafter a part of the student's equipment for the profession of teaching, to the end that he may the more wisely look after the interests of the library in the village or city where he may teach."

The result of time spent in such work would make amends for any study or portion of a course that might be eliminated to make room for it.

A course in this line of work should be as carefully planned to fit existing conditions and needs as a course in science or history.

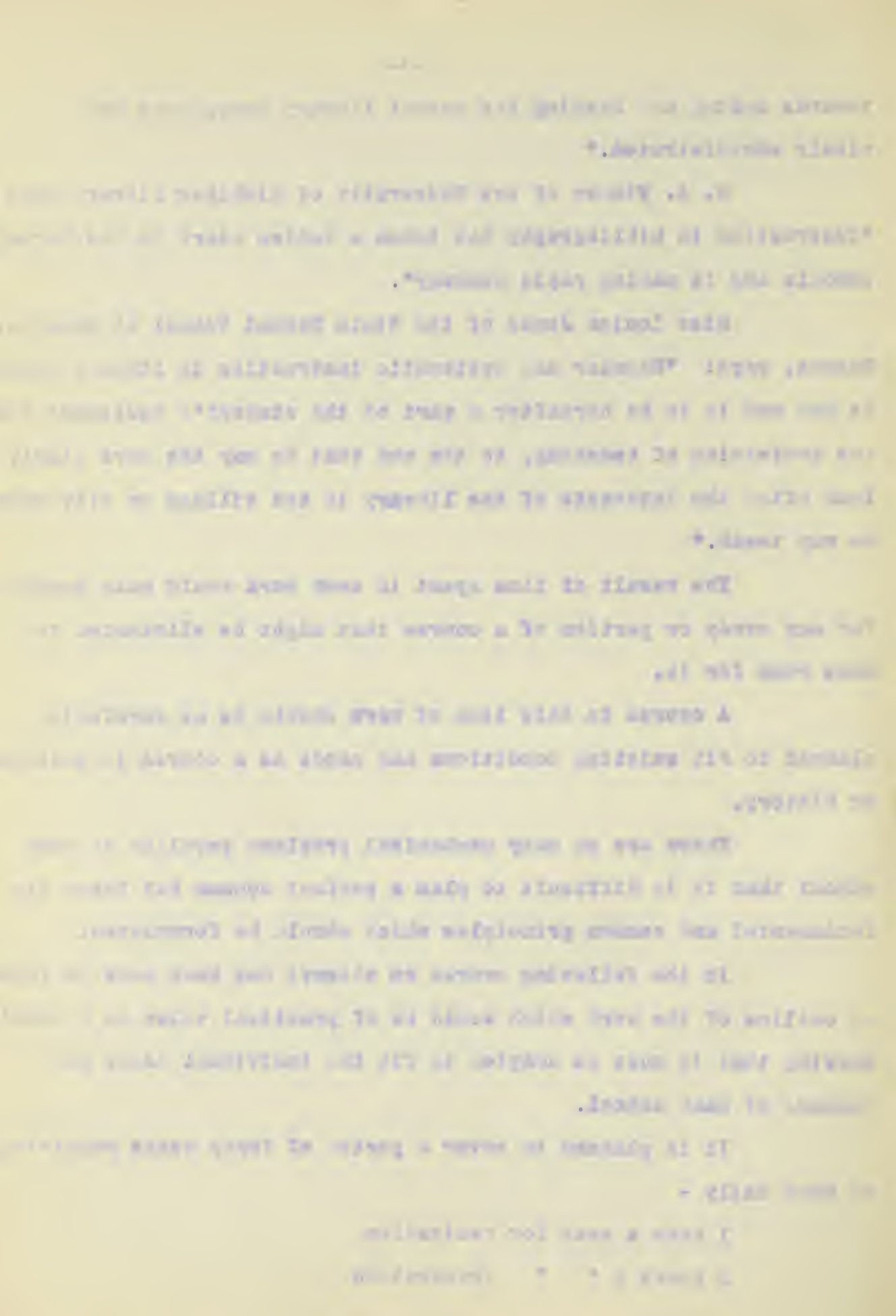
There are so many mechanical problems peculiar to each school that it is difficult to plan a perfect scheme but there are fundamental and common principles which should be formulated.

In the following course an attempt has been made to form an outline of the work which would be of practical value as a model, knowing that it must be adapted to fit the individual needs and demands of each school.

It is planned to cover a period of forty weeks requiring an hour daily -

1 hour a week for recitation

3 hours a " " preparation



1 hour a week for correction

Credit to be given conforming with the customs of the school.





SELECTION AND ORDERING (5 weeks)

Lesson.

Consideration of due proportion of different classes.

Four points to be kept in mind in buying books.

1. Money to be expended.
2. Purpose for which books are to be used.
3. Books already on hand.
4. Where to buy.

Value of letter press or carbon copies of letters sent.

References.

Dana, J. C. Library primer, p. 63-68.

Denver public library. Handbook, p. 29-33.

Plummer, M. W. Hints to small libraries, p. 56-59.

Library journal 9:99

Library journal 20:49

Public libraries 1:117-18

Public libraries 2:132-33

Public libraries 3:19

Papers prepared for the world's library congress p. 809-18.

Aids.

American catalogue.

A. L. A. library catalogue.

Burt, M. E. Literary landmarks.

Hardy, G. E. Five hundred books for the young.

Leypoldt, Mrs. A. H. & Iles, George List of books for girls  
and women and their clubs.

Publishers' Weekly.

# RESEARCH AND DEVELOPMENT - 1950-1951

1950-1951

Organization of the Department of Research and Development

1. Research and Development - 1950-1951

2. Research and Development - 1950-1951

3. Research and Development - 1950-1951

4. Research and Development - 1950-1951

5. Research and Development - 1950-1951

6. Research and Development - 1950-1951

1950-1951

7. Research and Development - 1950-1951

8. Research and Development - 1950-1951

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17. Research and Development - 1950-1951

18. Research and Development - 1950-1951

19. Research and Development - 1950-1951

20. Research and Development - 1950-1951

21. Research and Development - 1950-1951

22. Research and Development - 1950-1951

Sargent, J. F. Reading for the young.

Finding lists of libraries.

Exercise.

Find trade details and fill order slips for 25 books, assigned,  
and write the letter ordering the same from the dealer.

October 10, 1944. Washington, D. C.

Director, FBI

Dear Sir:

Enclosed for the Bureau are two copies of a letterhead memorandum from the New York Office dated October 10, 1944, and captioned as above.



ACCESSION (2 weeks)

Lesson.

Accession book - first of all records to be filled.  
Its importance.  
Standard library abbreviations.  
Special marking of books to correspond with accession record.  
Record and acknowledgment of gifts.

References.

Dana, J. C. Library primer, p.76-77.  
Denver public library. Handbook, p.109-10.  
Plummer, M. W. Hints to small libraries, p.14-16.  
Library journal 1:315-20.  
Library notes 1:27-29.  
Papers prepared for the world's library congress, p.820.

Aids.

Dewey, Melvil. Library school rules, p.47-57.  
Library bureau accession book. Introductory pages.

Exercise.

Accession on sheets furnished for the purpose, 12 books and  
6 periodicals.

177-178, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 2714-2715, 2716-2717, 2718-2719, 2720-2721, 2722-2723, 2724-2725, 2726-2727, 2728-2729, 2730-2731, 2732-2733, 2734

CLASSIFICATION (4 weeks)

Lesson.

Advantages in a small library.  
General principles of classification.  
Differences between fixed and relative location.  
Advantages of each.  
Study of the Dewey (or Cutter) system.

References.

Dana, J. C. Library primer, p.78-90.  
Denver public library. Handbook, p.112-16, 124-29.  
Plummer, M. W. Hints to small libraries, p.7-14.  
Papers prepared for the world's library congress, p.861-98.  
Library notes 3:419.

Aids.

Dewey, Melvil. Decimal classification.  
Cutter, C. A. Expansive classification.

Exercise.

Classify by Dewey (or Cutter) 25 books, assigned, using three figures.

DOI: 10.1002/for



BOOK NUMBERS (1 week)

Lesson.

Explain purpose of book numbers.

Tests applied

1. Simplicity
2. Brevity
3. Utility

A loss in one should be balanced by a gain in another.

Methods

1. Accession order
2. Alphabet order
3. Chronological order

Advantages and disadvantages of each.

References.

Dana, J. C. Library primer, p.91.  
Denver public library. Handbook, p.119.  
Plummer, M. W. Hints to small libraries, p.17.  
Library journal 11:296-301.

Aids.

Cutter, C. A. Author table.

Exercise.

Assign book numbers, from Cutter author table, to 50 books,  
assigned.

1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

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LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

LAW 11 - 1950

CATALOGUING (6 weeks)

It is not necessary to follow all the rules but better even in a small library to do work in the most approved way. Teach only the dictionary catalogue as being the one of most service.

Lesson.

Different kinds of catalogues explained.

1. Printed and card.
2. Classed and dictionary.

Advantages and disadvantages of each.

Forms of cards.

1. Author.
2. Title.
3. Biography.
4. Subject.
5. Author analyticals.
6. Subject analyticals.

The smaller the library the greater the necessity for using 5 and 6.

References.

Dana, J. C. Library primer, p.94-98.  
Denver public library. Handbook, p. 117, 130-38.  
Plummer, M. W. Hints to small libraries, p.21-26.  
Papers prepared for the world's library congress, p.835-849.

Aids.

Cutter, C. A. Rules for a dictionary catalogue.  
Dewey, Melvil. Library school card catalogue rules.

# CONSTITUTION (1900)

It is not necessary to discuss the whole of the constitution, but it is a small liberty to do so in the case of the constitution, and only the necessary material is being put in the case of the constitution.

Article.

Various kinds of material are required.

1. Printed and copy.

2. Printed and copy.

3. Printed and copy.

4. Printed and copy.

5. Printed and copy.

6. Printed and copy.

7. Printed and copy.

8. Printed and copy.

9. Printed and copy.

10. Printed and copy.

The material for the constitution is being put in the case of the constitution.

11. Printed and copy.

12. Printed and copy.

13. Printed and copy.

14. Printed and copy.

15. Printed and copy.

16. Printed and copy.

17. Printed and copy.

18. Printed and copy.

19. Printed and copy.



Printed catalogues of some larger library.

Exercise.

Catalogue certain books, assigned, illustrative of each topic.

These relations of each person to the

General

Relations between each person, and the

SHELF DEPARTMENT (2 weeks)

Lesson.

Explain the value of a shelf list.

Explain the forms of shelf list.

1. Bound.
2. Loose sheet.
3. Card.
4. Periodical sheet.

Advantages and disadvantages of each.

Arrangement of books on the shelves.

Different methods.

Best arrangement. 1. By subject and 2. By author.

Care of maps and charts.

Care of pamphlets.

References.

Dana, J. C. Library primer, p.92-93.

Denver public library. Handbook, p.121-22.

Plummer, M. W. Hints to small libraries, p.27-29.

Library journal 20:49.

Aids.

Dewey, Melvil. Library school rules, p.59-61.

Exercise.

Make shelf list for 25 books and 10 periodicals and newspapers, assigned. Use cards for books and New York sheets for periodicals and newspapers.

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MECHANICAL PREPARATION OF BOOKS FOR THE SHELVES (1 week)

Lesson.

Instruction in labelling, plating, stamping, removing old labels, cutting leaves, opening books, etc., etc.

References.

Denver public library handbook, p.97-107.

Plummer M. W. Hints to small libraries, p.30-34.

Exercise.

Practical work in preparing new books as they enter the library.



CHARGING SYSTEM (2 weeks)

Lesson.

Give a simple single entry system.

e.g. Library bureau catalogue - plans 3 and 4.

Questions which a charging system should answer.

The system must depend largely upon the amount of money available.

References.

Denver public library. Handbook, p.75-90.

Plummer, M. W. Hints to small libraries, p.38-44.

Library journal 18:242-46.

Exercise.

Require pupils to make samples of necessary cards and slips to insert in their notes.

CHAPTER IV.

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## REFERENCE (6 weeks)

Three principles should always govern reference work.

1. Know thoroughly the resources of your library.

- . This presupposes a knowledge gained by study and frequent use.

2. Find out exactly the wants of the inquirer.

For this much patience and tact is often indispensable

3. Fit the book to the reader.

This implies some skill in character reading and a quickness in gauging the mental ability of the readers.

Outline for the study of reference books.

1. Read the introduction carefully.

### Notice

2. The plan and scope.

3. Peculiar features.

4. Fullness of entries.

5. Treatment of some particular subject.

6. Under what word entries are made - title, subject, author.

7. Cross references - "see" and "see also".

8. Whether there are any special lists.

9. Any weak points.

### Lesson.

Teach special characteristics and use of all reference books in the library.

Divide this lesson into parts taking up indexes, dictionaries-English and foreign, encyclopedias, atlases and maps, handbooks of history and general handbooks, miscellaneous.

These findings are of great interest and importance.

1. These findings are of great interest and importance.

This represents a knowledge of the nature of the

phenomenon.

2. These findings are of great interest and importance.

For this reason, the findings are of great interest and importance.

3. The findings are of great interest and importance.

This finding is of great interest and importance.

Therefore, the findings are of great interest and importance.

Consequently,

Results for the study in various fields.

1. The findings are of great interest and importance.

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2. The findings are of great interest and importance.

3. The findings are of great interest and importance.

4. The findings are of great interest and importance.

5. The findings are of great interest and importance.

6. The findings are of great interest and importance.

7. The findings are of great interest and importance.

8. The findings are of great interest and importance.

9. The findings are of great interest and importance.

10.

These findings are of great interest and importance.

in the library.

These findings are of great interest and importance.

These findings are of great interest and importance.

These findings are of great interest and importance.

## References.

Dana, J. C. Library primer, p.153.

Plummer, M. W. Hints to small libraries, p.45-49.

## Exercise.

Require pupils to prepare reference lists on special subjects, assigned, following a form given by the instructor to obtain neatness, accuracy and uniformity.

Give sets of questions requiring of the pupils a list of books in the order in which they are consulted in finding the answers.

Too much of this work cannot be required.

Illustrative problems to be worked out by the pupil.

What books would you recommend for use in presenting the subject of birds to high school pupils?

- a. Books for the use of the teacher in preparation.
- b. Books recommended to the pupils.
- c. Books for supplementary reading, to include poetry, songs, pictures, etc.

Problem from dictionaries (Webster, Standard, Century)

1. Where would you find a colored plate of gems and precious stones?
2. Where would you find a table of holidays recognized in the U. S.?
3. Who was called Addison of the North?
4. Find the literal and applied meanings of "fidus Achates".
5. Where would you find proof reader's marks?



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6. Is the use of any place for any where allowable?
7. Which spelling has the preference, traveler or traveller?
8. Who wrote the "Battle of the books"?
9. Where would you find a list and illustrations of noted crowns?
10. In what book is Barkis a character?

1. The first of these is the fact that the

2. second is the fact that the

3. third is the fact that the

4. fourth is the fact that the

(continued)

5. The fifth is the fact that the

BINDING (2 weeks)

Lesson.

Styles of binding best adapted to school libraries.

Names of common materials with suggestions as to durability.

Binding book. This may be made for the purpose of any simple blank book.

Enter consecutive bindery number, book number, author, title, style, date of sending to bindery, date of returning from bindery and cost of binding.

References.

Dana, J. C. Library primer, p.103-107.

Denver public library. Handbook, p.143-52.

Plummer, M. W. Hints to small libraries, p.32-34.

Exercise.

Make binding specifications and slips for selected books and fill out a sample leaf of the binding book.

If opportunity presents give actual work in preparation of books for the bindery.

A suggestive outline for the study of binding based upon an outline by D. V. R. Johnston of the N. Y. State library.

Materials.

Different materials in ordinary use.

Advantages and disadvantages of each.

Approximate cost per volume.

Sewing.

Kind of thread and character of the stitch to use.

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Corners.

Vellum & leather.

Backing.

Tight back vs. loose back.

Advantages and disadvantages of each.

Finishing tops and edges.

Finishing and lettering.

Cost of lettering.

What include and what exclude from the title.

What best to put in each panel.

Use of cloth and paper sides.

Relative cost and durability.

1900.

William H. Johnson.

1901.

1902. 1903. 1904. 1905.

1906. 1907. 1908. 1909. 1910.

1911. 1912. 1913. 1914. 1915.

1916. 1917. 1918. 1919. 1920.

1921. 1922. 1923. 1924. 1925.

1926. 1927. 1928. 1929. 1930.

1931. 1932. 1933. 1934. 1935.

1936. 1937. 1938. 1939. 1940.

1941. 1942. 1943. 1944. 1945.

REPAIRING (1 week)

Lesson.

Suggestions as to materials to use and expedients.

Observation of work in mending.

References.

Dana, J. C. Library primer, p.106-7.

Plummer, M. W. Hints to small libraries, p.31-32.

Exercise.

Practical work in mending books.

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MISCELLANEOUS SUBJECTS (8 talks)

The following talks may be interspersed among the other lessons at the pleasure of the instructor:

1. Supplies or library tools.
2. Handwriting.
3. Scrap books.
  1. In book - accession order.
  2. Envelope system.
  3. On loose sheets bound as notes.
4. Agencies.
5. Travelling libraries.
6. Children's reading.
7. Provisions made by the state for creating and maintaining school libraries and the relations of libraries and schools.
8. General rules governing the use of the library.







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